



Syllabus

it.coe.uga.edu/~mfitzger/6340/syllabus.html

EDIT 6340: Information Services in School Media Programs

Spring Semester, 2008

[UGA Gwinnett](#)

updated: 1-14-08

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Schedule

Selected Saturdays, 9am-3pm: Jan 12, Jan 26, Feb 9, Feb 23, Mar 8, Mar 29, Apr 12; hold Apr 26 in case we need a make-up day

Instructor

Dr. Mary Ann Fitzgerald
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Graduate Assistants

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Office hours: call for an appointment during weekday hours. I will usually be available before class and briefly afterwards. Please feel free to talk with me privately and at your convenience—this is part of my job. Phone conversations, emails, and face-to-face visits are all welcome. Scheduled phone appointments and online conferences work well, too. I strive to answer email within 48 hours with the exception of weekends and when out of town. If you need me urgently, a phone call or phone message is the best way. I invite you to call me at home when the situation warrants; I'll provide the phone number in class.

Course Description

Students analyze criteria for planning, selecting, using, and evaluating a variety of electronic and print resources for information services in schools.

Objectives:

The learner will be able to:

1. Describe the processes of research, information service, and selection in the context of the overall mission of the school's instructional program.
2. Assume a philosophical position on the role of the research process, information services, and the selection process in schools.
3. Describe and implement strategies for building effective information services and selection processes in a school media center.

Texts and Supplies

Required:

American Association of School Librarians, & Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

American Association of School Librarians (2003). *Program standards: School library media specialist preparation*. Available:

http://www.ala.org/ala/aasl/aasleducation/schoollibrarymed/ala-aasl_slms2003.pdf. (This document contains the standards for our curriculum and will be useful throughout your graduate program.)

Bishop, K. (2007). *The collection program in schools: Concepts, practices, and information sources* (4th ed.). Westport, CN: Libraries Unlimited.

You Are the Key: A Handbook for Georgia Library Media Specialists.

Online:

<http://www.clayton.k12.ga.us/departments/instruction/mediaservices/ha>

Supplemental:

Wasman, A. M. (1998). *New steps to service: Common-sense advice for the school library media specialist*. Chicago: American Library Association.

We will depend heavily upon the Internet in this class for communication,

resources, and information inquiry. It is essential that you have access to a reliable computer and Internet connection. I prefer that you use Microsoft Word for word processed assignments to prevent file format problems. In addition, you may find the programs *Microsoft PowerPoint*, *Excel*, *Access*, and also *Inspiration* useful. There are now excellent online open-source alternatives to each of these products as well. It's a good idea to carry a thumb drive to class. Laptops are welcome in class but not required; free wireless access is usually available in our classroom. It is imperative that you have regular, uninterrupted access to a high-speed Internet service.

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Topical Outline

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Topics are presented in a general sequence, but adjustments will be made to allow for natural unfolding of discussion.

[Overview](#)

[The big picture](#)

[Selection tools](#)

[Searching](#)

[Evaluation of information](#)

[Selection policy](#)

[Reference instruction](#)

[Reference interviews](#)

[Consideration, budgeting, and acquisition](#)

[Selecting across formats](#)

[Censorship and intellectual freedom](#)

[Challenges and reconsideration](#)

[Weeding](#)

[Selecting materials and providing reference services to diverse patrons](#)

[Fundraising: gifts, cheap materials, and commercial materials](#)

[External, human, and community resources](#)

[Reference materials and their selection](#)

[Copyright as it applies to selection and reference services: <http://it.coe.uga.edu/~mfitzger/copyright.html>](#)

Other topics pertaining to collection development and information services are invited. If topics come up that need exploring, this course is flexible enough to accommodate them.

Instructional Strategies

Research

Case studies and scenarios

Assignments (see below)

Class discussions and small group discussions

Readings in texts and of current scholarly and practical articles

Individual presentations

Idea sharing

Field experiences

Setting up personal consideration files

Preparation of budgets and orders according to a selection plan

Interviews of practicing media specialists or librarians

Instructional materials exhibition

Book reviews

Guest speakers

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Assignments

this section ready for Jan 2007

Assignment	Points (of 100 total)	Mode (preferred)	Due: open to negotiation through

			1/26
Selection Policy Draft (SP Draft)	10	Group	Feb 9
Instructional Materials Exhibition	15	Individual	Feb 23
Selection Policy (SP) Advice from Spring 2002 Class Tags	25	Group	Mar 8
Order Draft	10	Group	Mar 29
Field experience: 5 clock hours Assignment Description and Evaluation Checklist	15	Individual	Apr 12
Final project: Order	25	Group	May 1

Notes on assignments: Acting upon feedback from the past, there are no overlapping group assignments. Due dates are as spread out as we can make them. Drafts of the two major projects in this class provide early formative feedback.

Grading Policy

1. Projects are constructed to be as authentic as possible. They are often large and challenging, but they are also realistic. Detailed rubrics are provided to guide students to a high standard of performance.
2. A lot of thought goes into pacing assignments and arranging deadlines to be reasonable both for you to complete the assignments and for me to properly evaluate them. As professionals, we mutually expect deadlines to be met. Please contact me if you have a problem with meeting a particular deadline. If an assignment is late, its score *may* be reduced. Also, please check with

me if you feel that a deadline needs to be rescheduled, either for you personally or for the class as a whole.

3. Communication and writing skills are essential for media specialists, Master's candidates, and Specialist candidates. Therefore, all writing must comply with grammatical and spelling rules and should look professional in a visual sense. Please use a word processor and laser or inkjet printer and avail yourself of the spelling and grammar-checking tools provided by your software. Web sites and projected materials should receive the same level of proofreading and care that printed papers do. If errors or appearance detract from the quality of an assignment, the score will reflect this problem. I reserve the right to return severely flawed assignments to you without a grade so that you may repair them prior to my reading. Most assignments have a "mechanics" criterion. Items that are written for public consumption in real life -- such as web pages -- should be as close to perfect as possible, in keeping with the professionalism expected of you in the field. Items that are more reflective or just for me to evaluate will not be held to such a high standard.
4. **Format.** Most assignment descriptions specify the form in which each assignment should be turned in. Please pay careful attention to this detail. For example, I may request prints, email attachments, a web address, or a combination of these. Most times, I will ask for both written and electronic versions. Number pages. Please do not use bulky binders or folders - a simple staple is sufficient, or spiral binding if the project is larger. To save paper, it's ok to print on recycled paper (backs of discarded sheets). It's also ok to print front and back, if you also staple down the side like a book. Use a 12-point font. You should also post your assignment on your assignment page - unless privacy will be compromised (as in the case of Field Experiences). This provides a sharing opportunity for all class members and provides digital backup for print assignments. Alternatively, I may request online submission through WebCT. With these many alternative modes, it is critical that you check the submission details provided with each assignment.
5. As scholars, it is essential for you to give credit to any other sources consulted in the course of completing any assignment. Use in-line citations as appropriate. List these in a reference list near the end of the project, and please follow [APA style](#) (4th or 5th edition acceptable).
6. **Collaborative option.** I have specified the preferred mode for each assignment - individual or group. Collaboration has many benefits and is a professional competency SLMSs must have. However, it is possible to use another mode, especially for individuals to complete group assignments. Please let me know if you want to exercise this option for any assignment. All members of a group receive the same grade for their group's product. If you have a problem in finding a group, please let me know; I will help match-make. Groups should be no larger than three people.
7. **Resubmit option.** I believe in mastery learning, a learning model in which students have the opportunity to keep working at a skill until they have accomplished it. If you receive less than a 90% score on any assignment, you

may correct the problem(s) and resubmit up until the final due date. **If you choose to use this option, you must resubmit the original assignment and scoring sheet/rubric along with your revised assignment.** Super Eight Assessments (in this class, the Selection Policy and the Order) must achieve the 90% level upon completion of the Certification Portfolio.

8. I follow the Graduate School's policy of using the Incomplete grade only in the case of documented illness or other unavoidable emergency. If you feel you have the need and justification for an Incomplete, you must communicate with me as soon as possible and document your difficulty. It is my philosophy that every student can achieve an A with sufficient effort; this class is not a competitive event, nor are student performances rated in relation to others.
9. Plus/minus grading: the Graduate School strongly encourages faculty to use plus-minus grading. However, note that the A+ grade is not possible. The plain "A" is the highest possible grade. A-, B+, B, B-, etc., are all possible. Scale: 94 and up = A. 90-93 = A-. 88-89 = B+. 83-87 = B. 80-82 = B-. 78-79 = C+. 73-77=C. 70-72=C-. Below that: retake class.
10. **Tracking.** Your final grade should come as no surprise to you if you keep up with your scores. I will use the WebCT Gradebook.
11. **Academic honesty.** All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. More information about academic honesty can be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

Attendance

In this class, participation is of the utmost importance. As in many graduate classes, a major benefit is interacting with peers. To miss any class seriously compromises your learning. I expect you to have a professional attitude of wanting to participate and to contribute fully in this class and to give it a high priority in your plans. Group projects also obligate you to attend in order to fully participate in collaborative work.

However, family and job responsibilities at times interfere, and I understand this fact of life. To help my planning process, please let me know ahead of time if you need to be absent. I do not wish to be in the position of judging whether an absence should be excused or not. Where I feel that inadequate attendance has compromised your learning - with little or no effort on your part to make up for lost time - I will deduct a percentage of the participation grade.

You are responsible for material missed, and it's up to you to ask your friends about what happened in class and to study the agenda. Please don't ask me: "What did I miss?" However, I am happy to answer specific questions about topics covered. You are welcome to arrange a meeting with me so that we can plan an avenue for you to fill in the gaps in your learning. In most cases, the Agenda will

be the best clue of what happened in class. I have no problem with tape recorders in class.

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Management

Special Needs

If you need special assistance due to a physical or learning disability, please let me know. I will be happy to accommodate you in any way that I can.

Ground Rules

- Participants must comply with all [computer policies established by UGA](#) and the Gwinnett University.
- Please do not hesitate to take comfort breaks as needed. Several breaks will be provided.
- I prefer to operate on a first name basis.
- Feel free to interrupt with points and questions. I will also feel free to redirect when things seem to get off track.
- Cell phones: please turn the ringer off during class and leave the room if you must take a call.
- There are NO stupid questions. As media specialists, one of your jobs is to empower students to find their own answers. First, explore on your own, using the research skills and resources available to you. Second, ask your professional peers. Finally, if you're still not satisfied, ask a member of the instructional team.
- Conversely, as a student in the class, it is your responsibility to help other students as much as you can. We need an atmosphere of mutual learning and inquiry. Also, troubleshooting and teaching another person to do something are very effective ways of bolstering your own understanding. Media specialists usually enjoy helping other people solve problems and questions.
- We will not criticize people we know who are working in the field. Instead, we may criticize ineffective practices and strive to discover more effective ones.

Organization

I strive to be organized. The following procedures will help us all manage our resources and time:

- All course materials may be found from within WebCT. In addition, most course materials may be found from <http://it.coe.uga.edu/~mfitzger/6340>.
- [Daily agenda](#). A day or so before class, I will post an agenda for the next class's events. Please read the agenda on the evening before class. Some

students find it helpful to print out a copy and bring it to class. You are responsible for details on this agenda even if you don't attend class.

- Folder system: each student will have a folder that we will exchange each class. Pick it up at the beginning of class, and return it at the end. I will distribute graded work through these folders, and you should place any printed assignments in the folder. Also, check for any handouts that we might need as you pick up your folder.
- In general, I try to use very little paper and constantly strive to use even less. I use recycled paper if possible and invite students to do the same. Many assignments will be submitted online.
- Assignment pages: post your assignments on this page, and I will visit it as needed for grading. Feel free to visit other students' pages. Please don't share the assignment pages with people outside the class, however. Your online assignment page - kept up to date each semester - can form the beginning of your final certification portfolio. Make sure to keep electronic copies of all your projects, even if you don't house them in your own web space.
- We will use WebCT as needed, for the Gradebook, and as inspiration strikes. We will not use it heavily for bulletin board purposes, although you are welcome to use this feature on your own. Chat and interactive audio are also available to you within WebCT. We can also set up discussion boards that are private within groups, at your request. Also, set the email function within WebCT to forward to your usual email account; I do like the high reliability and convenience of this service and will use it occasionally.

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Update Log: 1/14: firmed up due dates after class discussion; inserted grade scale. 1/9/08: changed IME to 15 points and omitted Class Partic.

08 version launched 10-31-07, based on 07 with no major changes

Expires 6-1-08.

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